



Paraphrasing and in-text summary exercises

Laboratory of Academic Writing - USP

A) Check out the list of **reporting verbs** bellow, from the Writing Centre of the University of Adelaide¹:

	weaker position	neutral position	stronger position
addition		adds	
advice		advises	
agreement	admits, concedes	accepts, acknowledges, agrees, concurs, confirms, recognises	applauds, congratulates, extols, praises, supports
argument and persuasion	apologises	assures, encourages, interprets, justifies, reasons	alerts, argues, boasts, contends, convinces, emphasises, exhorts, forbids, insists, proves, promises, persuades, threatens, warns
believing	guesses, hopes, imagines	believes, claims, declares, expresses, feels, holds, knows, maintains, professes, subscribes to, thinks	asserts, guarantees, insists, upholds
conclusion		concludes, discovers, finds, infers, realises	
disagreement and questioning	doubts, questions	challenges, debates, disagrees, questions, requests, wonders	accuses, attacks, complains, contradicts, criticises, denies, discards, disclaims, discounts, dismisses, disputes, disregards, negates, objects to, opposes, refutes, rejects
discussion	comments	discusses, explores	reasons
emphasis			accentuates, emphasises, highlights, stresses, underscores, warns
evaluation and examination		analyses, appraises, assesses, compares, considers, contrasts, critiques, evaluates, examines, investigates, understands	blames, complains, ignores, scrutinises, warns
explanation		articulates, clarifies, explains	
presentation	confuses	comments, defines, describes, estimates, forgets, identifies, illustrates, implies, informs, instructs, lists, mentions, notes, observes, outlines, points out, presents, remarks, reminds, reports, restates, reveals, shows, states, studies, tells, uses	announces, promises
suggestion	alleges, intimates, speculates	advises, advocates, hypothesises, posits, postulates, proposes, suggests, theorises	asserts, recommends, urges

¹ VERBS FOR REPORTING: Writing Centre Learning Guide. Disponível em: https://www.adelaide.edu.au/writingcentre/learning_guides/.> Acesso em 01 mai. 2016.

These verbs can be fit into three major groups: the ones that are followed by a *preposition*, the ones that are followed by a *noun* and the ones that are followed by “*that*”. For example:

- 1) Reporting verbs followed by *preposition*:
 - a. The author **defines** the lack of cohesion **as** one of the greatest problems in writing.
 - b. Some NGOs **criticizes** the government **for** its disregard towards the problems of the city.
- 2) Reporting verbs followed by a *noun*:
 - a. This studies **analyses the effects** of drugs on short-term memory.
 - b. Ian Watt **regards the rise** of the novel as the result of an economical process.
- 3) Reporting verbs followed by “*that*”:
 - a. Critics have **warned that** Freud’s formulations may not be sufficient to explain this phenomenon.
 - b. This author **stresses that** further research is needed in this field.

Pick the 30 verbs from the table above and divide them into these three categories. Some verbs may fit into more than one group of words.

[illegible]

B) Paraphrase the extracts below². Try to be as concise as possible, and use different reporting verbs to convey ideas.

² Purdue Online Writing Lab. Disponível em: <<https://owl.english.purdue.edu/exercises/28/12/33>> Acesso em 01 mai. 2016.

- a. "Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head." (From *Bike Helmets: Unused Lifesavers*, Consumer Reports, 1990: p.348).

- b. "While the Sears Tower is arguably the greatest achievement in skyscraper engineering so far, it's unlikely that architects and engineers have abandoned the quest for the world's tallest building. The question is: Just how high can a building go? Structural engineer William LeMessurier has designed a skyscraper nearly one-half mile high, twice as tall as the Sears Tower. And architect Robert Sobel claims that existing technology could produce a 500-story building." (BACHMAN, Ron. *Reaching for the Sky*. Dial, 1990: p.15).

C) The extract below is part of the first chapter of Alan Davies' *An Introduction to Applied Linguistics*³. In order to introduce the topic of Linguistics, the author summarizes different ideas and organizes them in a way that a general message is conveyed.

³ DAVIES, A. *An Introduction to Applied Linguistics*. Edinburgh University Press: Edinburgh, 1999.

According to Widdowson: 'Linguistics is the name given to the discipline which studies human language' (1996:3). He maintains that its purpose is to identify some relatively stable linguistic knowledge which underlies language behaviour. Access to that linguistic knowledge is achieved by a process of idealization. Widdowson offers two reasons for idealising in this way. The first is feasibility: 'the actuality of language behaviour is too elusive to capture by any significant generalization'. The second reason is validity: 'the data of actual behaviour are disregarded ... because they are of little theoretical interest' (ibid: 70).

In the late 1950s generative linguistics, with its increasing interest in universal grammar, became dominant in the field of linguistics and moved it away from its traditional concerns with language in all its manifestations, into a non-accountable, never applied, laboratory of cognition and the mind. This core linguistic view of language focuses on language forms, ignoring the context in which those forms are used. Widdowson comments that within linguistics itself both reasons he mentions (feasibility and validity), used to support this essentially formalist view of language, are now being challenged. The advent of corpus linguistics has made the appeal to elusiveness less convincing. And there is a growing recognition that excessive idealisation is self-defeating: complete idealisation is never possible and the more the language is idealised, the less of real language value is left for study. Hence the increasing focus within linguistics on units of language larger than the sentence and on context.

(Davies, 1999, p. 2)

- a. Underline in the text above the parts you identify as the author's point of view on one specific matter.
- b. Identify the reporting verbs the author used when paraphrasing and decide on whether they are neutral or show the author's point of view on what is being referred to.

D) The extract below is part of the article of Pietro Di Gianantonio's *Real number computability and domain theory*⁴. In order to introduce the author's approach to computability on real numbers, he summarizes previous research on the topic.

In the literature there are different approaches to computability on real numbers which make use of different sorts of domains. In one of his early papers on domain theory, Scott [Sco70] suggested that a cpo consisting of intervals of the real line can be used to study computability on real numbers. Martin-Löf [ML70] also previously constructed a similar space of approximations. A similar idea was also presented in Lacombe [Lac59]. In all these cases the real line is embedded in spaces of approximations where a notion of computability can be defined in a natural way. Many results concerning the computability theory on real numbers are given in these contexts. These spaces of approximations are particular cases of countably based continuous partial orders whose formal theory has been developed in Smyth [Smy76]. Later Weihrauch and Schreiber [WS81] developed similar ideas in the context of algebraic cpo's enriched with a notion of distance and weight. In recent work Sünderhauf [S95] considers a domain of approximation for real numbers based on the notion of quasi-uniformity.

In this paper we present a construction that is similar in many respects to the ones mentioned above but has some important differences. In constructing a space of approximations a given form of real number representation is always assumed. All constructions mentioned above are based on the representation of real numbers as converging sequences of rational intervals (Definition 2). This form of representation is not appropriate for implementations of real number computation. One can see this informally, by noting that the efficiency of the computation is certainly decreased by the existence of too many approximation points (every rational interval is an approximation point), i.e., cumbersome representations.

(Di Gianantonio, 1996, p. 13-14)

⁴ DI GIANANTONIO, Pietro. Real number computability and domain theory. Information and Computation, v. 127, n. 1, p. 11-25, 1996.

- a. Underline in the text above the parts you identify as the author's point of view on one specific matter.
- b. Identify the reporting verbs the author used when paraphrasing and decide on whether they are neutral or show the author's point of view on what is being referred to.

D) The extract below is part of the article of Hail M. Al-Abdely an Davies' Zika: An emerging teratogenic virus⁵. In order to address birth defects and neurological disorders caused by Zika virus, the author summarizes different facts and organizes them in a way that a general message is conveyed.

The main concern of Zika virus infection is the probable teratogenicity. Zika is the only new virus to be associated with congenital anomalies for over 30 years. In May 2015 was the first reported cases of Zika virus infection from Brazil.

Later in the year, the Brazilian Ministry of Health reported increased incidence of microcephaly. The rate was 20-fold more than previous years. It was noticed that this increase in the incidence of microcephaly was associated with recent Zika virus infection. Subsequent reports indicated the virus ability to cross the placenta and was recovered from newborn to Zika virus infected mothers.⁷ A report from the French Polynesia outbreak found increase in fetal central nervous system malformations. The WHO made a statement on the early 2016 that a causal relationship between Zika virus infection birth defects and neurological disease is strongly suspected. It declared a Public Health Emergency of International Concern.

Infection in early pregnancy poses the highest risk for microcephaly and possibly other birth defects. Early fetal loss or death have been noted in association with maternal infection that occurred in early weeks of gestation. Recent experimental infection in a pregnant mouse model showed fetal birth defects which further supports the teratogenicity of the Zika virus infection. In South America, Brazil in particular, the estimated absolute risk of an affected baby is 4 per 1000 pregnancies with evidence of recent Zika virus infection. In a recent report from Brazil, ultrasonography detected fetal abnormalities in 29% of pregnant women with Zika virus infection. Ocular anomalies have been reported in up to 35% among infants with microcephaly in Brazil. These included optic-nerve and pigment abnormalities, chorio-retinal and neuro-retinal atrophy, macular atrophy, lens subluxation, and iris coloboma.

(Al-Abdely, 2016, p. 1)

- a. Underline in the text above the parts you identify as the author's point of view on one specific matter.
- b. Identify the reporting verbs the author used when paraphrasing and decide on whether they are neutral or show the author's point of view on what is being referred to.

⁵ AL-ABDELY, Hail M. Zika: An emerging teratogenic virus. **Saudi medical journal**, v. 37, n. 8, p. 831, 2016.